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AUTHOR	Howes, Carollee
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ABSTRACT

The next decade will see a dramatic increase in public finding for programs serving young children. Prekindergarten and early elementary programs will received more scrutiny in line with a growing awareness that school success is heavily influenced by the skills and attitudes children have when they enter school and quality of initial school experiences. This book makes an important contribution to a national discussion of these issues by focusing on elements of prekindergarten and early elementary programs that must be considered in the development and refinement of program models. The book compiles sound research-based information and developmentally appropriate teaching practices in four crucial areas: (1) literacy, including promoting enthusiasm for reading; (2) mathematics, including working math into classroom conversations; (3) multiculturalism, including developing an awareness of diverse cultures and family structures; and (4) classroom community, including strengthening teacher-student relationships. The eight chapters—one of research and one of practice for each of the four areas—are as follows: (1) "Creating Community-Oriented Classrooms: Nurturing Development and Learning" (Jean A. Baker, Laura J. Dilly, and Carol L. Lacey); (2) "Community-Oriented Classroom Practices: Developing Positive Teacher-Child Relationships" (Sharon Ritchie); (3) "Early Literacy for Young Children and English-Language Learners" (Linda M. Espinosa and M. Susan Burns); (4) "Emergent Literacy Practices in Early Childhood Classrooms" (Sharon Ritchie, Jolena James-Szanton, and Carollee Howes); (5) "Fostering Young Children's Mathematical Understanding" (Megan Loef Franke); (6) "Classroom Practices that Support Children's Mathematical Ideas" (Elham Kazemi); (7) "Understanding Multicultural and Anti-bias Education" (Aisha Ray); and (8) "Classroom Practices in Multicultural and Anti-bias Education" (Peter Hoffman-Kipp). Each of the chapters contains

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